

# **The Jubilee Academy, Harrow**

**Application for an  
alternative provision Free  
School for 2013**

## Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [here](#).

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to [REDACTED]

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application

You also need to submit two hard copies (of **sections A-H** and the **financial templates**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education

[Redacted]  
London [Redacted]

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education

[Redacted]  
London [Redacted]

### **Data Protection**

Personal data is collected on this form in order to consider an application to set up an alternative provision Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed under the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

## Application Checklist

Checklist: Sections A-H of your application	Yes	No
<p>1. You have established a company limited by guarantee</p> <p>2. You have provided information to cover all of the following areas:</p> <p><b>Section A:</b> Applicant details – including signed declaration</p> <p><b>Section B:</b> Outline of the school</p> <p><b>Section C:</b> Education vision</p> <p><b>Section D:</b> Education plan</p> <p><b>Section E:</b> Evidence of demand and marketing</p> <p><b>Section F:</b> Capacity and capability</p> <p><b>Section G:</b> Initial costs and financial viability</p> <p><b>Section H:</b> Premises</p> <p>3. This information is provided in A4 format using Arial font, minimum 12 font size</p> <p>4. You have completed two financial plans using the financial template spreadsheet</p> <p>5. You have provided written evidence from commissioners to support your evidence of demand</p> <p>6. <b>Existing providers which are registered as independent schools only:</b> you have provided a link to the most recent inspection report</p> <p>7. <b>Existing providers only:</b> you have provided a copy of the last two years' audited financial statements or equivalent</p> <p>8. All relevant information relating to Sections A-H of your application has been emailed to ██████████ between 13 and 24 February 2012</p> <p>9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, ██████████, ██████████, ██████████, London ██████████, between 13 and 24 February 2012</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
Checklist: Section I of your application		
<p>10. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, ██████████, ██████████, ██████████, London ██████████, between 13 and 24 February 2012</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Pinner [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy Sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school or Academy  <input type="checkbox"/> Other                 </p>
6.	<p>If Other, please provide more details:</p> <p>This application is submitted by seven academies within Harrow who are collectively proposing establishing new provision to meet identified need. This application has the support of all ten high schools in Harrow and of Harrow Council.</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </p>
8.	<p>If Yes, please provide more details:</p> <p>Not applicable</p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Project Management support from [REDACTED] ([REDACTED]), who previously project managed the academy conversion process for the seven academies. [REDACTED] is retained by the academies to progress projects on behalf of the Headteacher and Business Manager groups. It is expected that [REDACTED] would act as the project manager on behalf of the Governing Body if the project progresses.</p>

	<p>██████████ (Legal advisors) finalised the Articles of Association and incorporated the company. (██████████ previously advised the schools through their conversion to academy status).</p>	
<p><b>Details of company limited by guarantee</b></p>		
11.	<p>Company name: The Harrow Alternative Provision Academy Trust</p>	
12.	<p>Company address:</p> <p>██████████  ██████████  Pinner  ██████████</p>	
13.	<p>Company registration number: 7949213</p>	
14.	<p>Does the company run any existing schools, including any Free Schools?</p>	<p><input checked="" type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>
15.	<p>If Yes, please provide details:  Not applicable</p>	
<p><b>Company members</b></p> <p><b>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>		
16.	<p>Please confirm the total number of company members:  Seven – the current academy trusts</p>	
17.	<p>Please provide the name of each member below (add more rows if necessary):</p>	
	<p><b>1. Name:</b> Bentley Wood High School</p>	
	<p><b>2. Name:</b> Canons High School</p>	
	<p><b>3. Name:</b> Harrow High School</p>	
	<p><b>4. Name:</b> Hatch End High School</p>	
	<p><b>5. Name:</b> Nower Hill High School</p>	
	<p><b>6. Name:</b> Park High School</p>	
	<p><b>7. Name:</b> Rooks Heath College</p>	

**Company directors**

**Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing**

**body must be formally appointed as directors of the company and registered with Companies House.**

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:	( )
2. Name:	( )
3. Name:	( )
4. Name:	( )
5. Name:	( )
6. Name:	( )
7. Name:	( )

19. Please provide the name of the proposed chair of the governing body, if known:

This will be determined at the first meeting of the Governing Body following notification of a successful application.

**Related organisations**

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.

Yes  
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- describe the role that it is envisaged they will play in relation to the Free School.

Academy Trust	Company Number
Bentley Wood High School	7693936
Canons High School	7694362
Harrow High School	7695709
Hatch End High School	7690395
Nower Hill High School	7690023
Park High School	7689613
Rooks Heath College	76871780

The existing academy trusts are all corporate members of The Harrow Alternative Provision Academy Trust, and the Trust's Articles of Association enable the members to appoint the majority of the Governing Body. The members have agreed to the appointment of maintained high school headteachers as governors should this

	application be successful. The academies hope that if any of the remaining maintained high schools convert their new Academy Trust would also become a corporate member of The Harrow Alternative Provision Academy Trust.	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):  Not applicable.	
<b>Existing Providers</b>		
23.	Is your organisation an existing provider wishing to become a Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
24.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or  b) one or more such pupils with a statement of special educational needs (SEN); or  c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children’s Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No  N/A
25.	Is your organisation an existing provider wishing to establish a separate alternative provision Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
26.	Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
27.	If Yes to any of the above questions, please provide your six digit unique reference number here:	See below
	<b>Academy Trust</b>	<b>Six digit unique reference</b>
	Bentley Wood High School	137178
	Canons High School	137199
	Harrow High School	137177



	Hatch End High School	137204	
	Nower Hill High School	137028	
	Park High School	137075	
	Rooks Heath College	137198	
28.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:		All seven academies are 11-18. Data regarding pupils on roll and capacity is provided at the end of the document.
29.	If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:		
	<b>Academy</b>	<b>Date</b>	<b>Link</b>
	Bentley Wood	May 2007	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102241">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102241</a>
	Canons	April 2010	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102237">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102237</a>
	Harrow	June 2011	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102242">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102242</a>
	Hatch End	Feb 2009	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102235">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102235</a>
	Nower Hill	May 2007	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102238">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102238</a>
	Park	Jan 2009	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102236">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102236</a>
	Rooks Heath	Jan 2008	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102240">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102240</a>
	If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):		
	Not applicable.		

30.	If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
	<b>Academy</b>	<b>Link</b>
	Bentley Wood	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102241">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102241</a>
	Canons	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102237">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102237</a>
	Harrow	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102242">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102242</a>
	Hatch End	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102235">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102235</a>
	Nower Hill	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102238">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102238</a>
	Park	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102236">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102236</a>
	Rooks Heath	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102240">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102240</a>
31.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:  Not applicable.	

**Please tick to confirm that you have included all the items in the checklist.**



### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position:** Member of company

**Print name:** [REDACTED], [REDACTED], on behalf of Nower Hill High School

**Date:**

**NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**

## Section B: Outline of the school

1.	Proposed school name:	The Jubilee Academy
2.	Proposed academic year of opening:	2013/14
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input type="checkbox"/> Children with behavioural issues <input type="checkbox"/> Excluded children <input type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input type="checkbox"/> Other (please specify below)  If Other, please specify:
5.	Proposed number of pupils when at full capacity:	Full time (FT): 160  Part time (PT): There are unlikely to be any part-time students on the roll of The Jubilee Academy, but the Academy would be supporting students in mainstream schools and have pupils on short-term but full-time placements.  Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.
6.	Date proposed school will reach expected capacity in all year groups:	It is expected to reach capacity in the second year of operation, so 2014/15 if the school opens in September 2013
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed

8.	<p>Do you intend that your proposed school has a faith ethos?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b><i>Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about religious character/designation/ethos.</i></b></p>	
9.	<p>If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):</p>	<p>Not applicable</p>
10.	<p>Postcode of the preferred site of the proposed school:</p>	<p>Not applicable – no preferred site identified</p>
11.	<p>Local authority area in which the proposed school would be situated:</p>	<p>Harrow</p>
12.	<p>If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:</p>	<p>Not applicable</p>
13.	<p>This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

The current capacity for students who have been excluded or are at risk of exclusion, or those whose behaviour and approach within their existing school mean that they would benefit from a fresh approach and environment, is inadequate within Harrow. Moreover, their achievement and progression is inadequate.

The Jubilee Academy\* will change this. This proposal ensures mainstream schools retain responsibility for the provision for some of their most vulnerable and challenging students, in accordance with Government policy. This submission is part of the overall programme to drive up achievement in Harrow, which is led by the strong collaboration between high schools. This collaboration has previously seen the schools establish Sixth Forms together which include over 1,700 learners within five years of establishment, and has allowed the schools to establish their own school improvement framework outside of the LA services. The schools are collectively developing proposals for particular groups of pupils where the progress and attainment gap needs to be narrowed or where additional focus is needed – one example is the establishment of significantly improved provision for students at early stages of acquiring English. This submission is part of that overall programme.

The Jubilee Academy will focus on three particular areas:

- High quality outreach support and intervention for learners in years 7 and 8 with a strong focus on enabling pupils to remain and succeed in their mainstream schools, including persistent absentees and school refusers;
- A targeted programme for Year 9 learners to support their re-engagement wherever possible, and is specifically designed to link to the curriculum offer in the mainstream schools so that pupils are able to rejoin effectively in Year 10;
- Outstanding curriculum and pastoral provision for learners in Y9 to Y11 who are full-time at the school, with a clear focus on effective progression at 16. The curriculum has a deliberately traditional structure, with a clear focus on English and Maths

The Jubilee Academy will:

- Employ outstanding practitioners and leaders, and then providing opportunities for those staff to develop both within the school and through inclusion into the existing High School Collaborative Improvement Framework for CPD – this will include staff 'swaps' and

mentoring to help the recruitment and retention of staff;

- Establish strong systems for referral and support for KS3 pupils, including acting as a 'centre of excellence' for training and development of staff in mainstream schools;
- Work effectively with the mainstream schools through governance links and integration into the existing school collaboration processes;
- Manage pupil transitions smoothly, whether for or from short-term or long-term placements;
- Place a premium upon engaging with parents and families to build their value of education;
- Offer overall curriculum 'routes' for learners, but enable significant personalisation within those routes, both through small group sizes (an average of 6 to 8 per group) and through learner support services;
- Have a longer school day and school year, including compulsory involvement in 'Community Service' activities such as Duke of Edinburgh that help to build the attitudes and skills required for effective progression at 16;
- Fully embrace digital technologies within the curriculum, including developing responsibility for off-site working and developing entrepreneurial skills;
- Raise aspirations and establish effective progression routes for learners at 16, including employer engagement through the curriculum options; and
- Support learners during their transition to further education or employment

The Jubilee Academy will adopt a highly personalised approach to learner support and progression. Rigorous assessment of learners and an intensive induction programme will provide a baseline for subsequent progress, and a culture of regular review and targeted support will ensure each learner develops effectively.

\* - The Jubilee Academy is the proposed name of the Academy, although this is subject to confirmation as the project progresses.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Key Stage 1</b>	0	0	0	0	0	0	0	0
<b>Key Stage 2</b>	0	0	0	0	0	0	0	0
<b>Key Stage 3</b>	0	40	40	40	40	40	40	40
<b>Key Stage 4</b>	0	60	120	120	120	120	120	120
<b>16-19: commissioner referred</b>	0	0	0	0	0	0	0	0
<b>16-19: pupil application</b>	0	0	0	0	0	0	0	0
<b>Totals</b>	0	100	160	160	160	160	160	160



## Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

The Jubilee Academy will combine a curriculum that focuses on core learning and the attitudes and skills required for effective progression, with outstanding personal support, including a specific focus on behaviour, that enables each learner to develop effectively. This provides the basis for learners to have high aspirations, and the school to have high expectations.

### **Measures of success**

The Jubilee Academy will be a success if:

- a. Progress rates and KS4 attainment, in particular in English and Maths, improves significantly for learners who would otherwise attend the current alternative provision;
- b. Progression at 16 into further education or employment with training increases for these learners;
- c. Persistent absenteeism from Harrow high schools declines as a result of effective and early support and a broader range of curriculum and support opportunities for students;
- d. Permanent exclusions from Harrow high schools decline; and
- e. Crime committed by 11-16 year olds reduces.

### **Attendance and behaviour for learning**

This is at the heart of the proposal. The school will become a centre of excellence for attendance and behaviour management. It will employ attendance and behaviour specialists, including an educational psychologist, to work directly with learners. These responsibilities will be removed from teaching staff at The Jubilee Academy.

Attendance will be improved through providing high quality provision that learners value and want to be at; engaging effectively with parents and families to raise the status of education; co-ordinating with other agencies (including between schools and with organisations such as the police); and proactive wraparound support for learners. The Jubilee Academy will support mainstream schools to engage with learners at an early stage and reduce barriers to attendance and learning.

Within The Jubilee Academy there will be clear and high expectations regarding discipline and behaviour, including the need to respect each other and not tolerate bullying. There will be a high presence of staff at break/lunch periods and times of significant learner movement. Within this framework of clear expectations, staff will be expected to respond to situations intelligently and use personalised approaches that align with the development plan for that particular learner. These expectations will be reinforced through engagement with parents and families of learners.

The school will provide training and support for pupils and staff in mainstream schools, including as part of the KS3 outreach and early intervention programme, to increase the potential for students to remain in their mainstream setting.

### **School day and year**

The Jubilee Academy day will be 9:30 to 5:30. Within this, the academy will maximise the potential for ICT to enable online working and support.

Reflecting the personal focus of The Jubilee Academy, the timetable will be structured to reflect the needs of the learners, with a flexible approach that enables longer periods for vocational or experimental work. Learning and teaching will be organised by stage and need rather than age.

Within the core day and as breakfast and evening activities, The Jubilee Academy would offer activities to build skills such as leadership, communication, and teamwork. This would include schemes such as Duke of Edinburgh (potentially in association with mainstream schools who already offer these opportunities), as well external speakers, progression seminars, and 'industrial challenges' that link their core studies with challenges relating to work.

The Jubilee Academy would operate a school year that is comparable to the sponsoring high schools. The intention, subject to funding, is to offer summer school and extended work experience opportunities during the summer holidays. The summer school would focus on extension activities to stretch the interests and abilities of learners, and additional provision for those who need further support in literacy and numeracy.

### **Supporting pupils in Years 7 and 8**

The Jubilee Academy will:

- Lead staff development programmes for mainstream staff, specifically regarding attendance and behaviour management, and family engagement;
- Support mainstream schools in working with learners and families where there are concerns about attendance; and
- Directly support individual pupils who are referred by the school, which will include any permanently excluded students who move to a new mainstream school. Any student on such a referral programme – of whatever duration – would be thorough accessed at The Jubilee Academy and an individual programme developed that reflects their personal needs and abilities.

This length and content of this programme will vary according to need. The programme would be delivered either within the mainstream school (with The Jubilee Academy for instance providing a mentor and

support for behaviour issues) or through a short-term but full-time placement at The Jubilee Academy. It is not expected that learners would attend The Jubilee Academy 'part-time'.

### **Effective transition into and out from The Jubilee Academy**

As outlined in section E part 2, referrals to The Jubilee Academy from mainstream schools (which would comprise the vast majority of learner referrals) would be via the Managed Move Panel. This already provides that a managed move starts on the second Monday after a Panel decision, and this intervening period is used to support the learner and the receiving school to ensure that the learner's start at their new school is a positive experience. This process includes the exchange of appropriate information, with parental approval and in accordance with the Data Protection Act.

All students who are placed at The Jubilee Academy, whether for short or long-term placements, will be comprehensively assessed. This is designed to provide a thorough and objective understanding of the learner and their needs. This assessment would include numeracy and literacy, as well as learner attitudes to themselves and their learning. These assessments will provide the baseline for the subsequent individual curriculum and progress checking.

As a learner prepares to leave The Jubilee Academy the emphasis will be upon ensuring that the learner and the organisation that they are moving to are supported effectively before, during, and after the transfer. Transfers back into mainstream schools will be through the Managed Move Panel to provide an objective evaluation of the learner's needs and a consistent process. Transfers from The Jubilee Academy at the end of Year 11 will be preceded by significant support from Learning Mentors and colleagues as part of the focus on successful progression. The emphasis on collaboration with the sponsoring high schools, on building transferrable skills, and on work experience will support the development of the resilience and self-esteem required to make a successful start to further education or employment. Irrespective of the time of or reason for the transfer from The Jubilee Academy, their Learning Mentor will remain in contact for a period after transfer to support the learner in settling effectively.

### **Curriculum**

The curriculum provision will be established with the following core principles:

- A focus on the core subjects that will account for approximately 60-70% of the provision (English, Maths, science, PE, Citizenship, and Community Involvement). The 'Community Involvement' will be a compulsory involvement in schemes such as Duke of Edinburgh as well as being active within the local community. The Jubilee Academy would meet the definition of a broad and balanced curriculum;
- An individual timetable for each learner that reflects their ability, needs and interests;

- Classes structured by ability and subject rather than age;
- Options that have clear progression into further education or employment with training, including apprenticeships. The options include foundation subjects, accessing expertise in the sponsors as appropriate, and would enable learners to achieve the Ebac if that was appropriate;
- A culture of exploration and enterprise throughout the Academy; and
- A flexible timetable rather than rigid and identical lesson-times, for instance that provides for longer sessions for practical and investigative work.

Within Year 9 there would be an explicit objective of focusing on core skills to provide the maximum probability of students being able to rejoin their high school for Years 10 and 11.

For those learners expected to attend The Jubilee Academy throughout KS4, the curriculum would be structured through a three broad routes:

- Route 1: focus on Level 2 courses, with GCSEs in core subjects and appropriate qualifications in other subjects. There would be an expectation of progression into further education at college or through the schools Sixth Form Collegiate
- Route 2: GCSE or alternative award in core subjects plus BTEC/City and Guilds/NVQ in The Jubilee Academy's specialisms. There would be an expectation of progression into further education at college or employment with training (including apprenticeships), supporting through work experience opportunities while at The Jubilee Academy.
- Route 3: bespoke programmes for those unable to engage in routes 1 and 2. The Jubilee Academy would offer a core programme for literacy, numeracy, science, and PSHE, and the remainder of the programme would be set according to learner needs. This could involve commissioning provision from other providers.

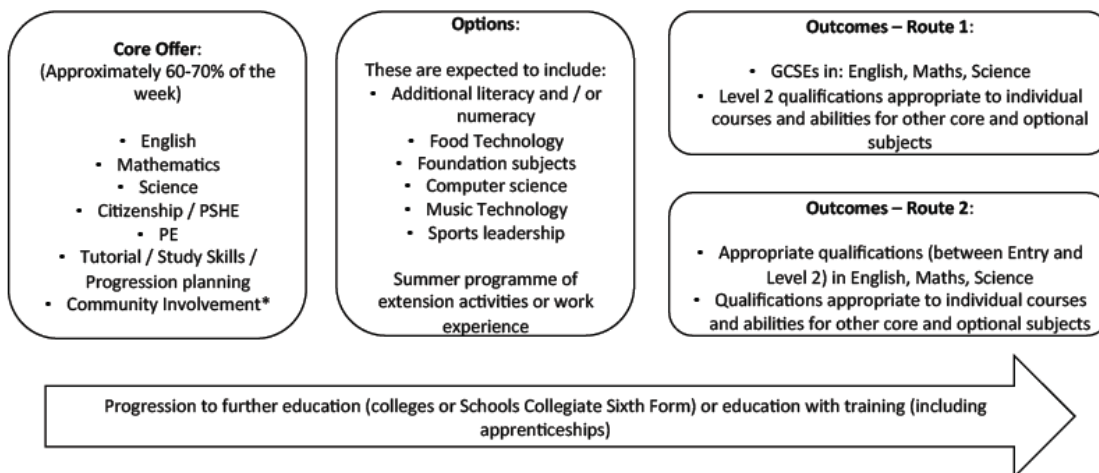
The Jubilee Academy envisages offering the following specialisms in house as options courses for learners:

- Digital science and programming, including animation and music technology
- Catering and hospitality
- Sports leadership

All learners would be expected to follow courses relating to at least one of these specialisms. As part of their personalised curriculum learners may also follow courses at the sponsoring high schools or colleges.

The following diagram summarises the curriculum for those learners within routes 1 or 2.

### The Jubilee Academy's curriculum



\* - Community Involvement will include schemes such as Duke of Edinburgh, enterprise projects and work with community groups

### Learner support, including SEN and disability

While learners would be within tutor groups, each learner would also have a consistent Learning Mentor who would support and monitor their progress and be their first port of call. This Learning Mentors would be the key interface with the learner's family and with any other specialist support that the learner required, such as therapists or psychologists. The Learning Mentor would accordingly take the lead in identifying and then developing strategies to overcome any barriers to attendance, effective behaviour, and successful learning. Each learner will regularly meet formally with their Learning Mentor to review progress and agree targets.

These Learning Mentors will be part of a dedicated team. Recognising the variety of needs within The Jubilee Academy, this team will include individuals with a range of professional backgrounds, so maximising the amount of in-house support available quickly for learners.

The Jubilee Academy would comply with the SEN Code of Practice. Where students have identified additional needs and / or any disability that affects their ability to succeed at the academy these would be reflected within the development plan for that individual and the academy's actions co-ordinated by their Learning Mentor. Where learners have statements of SEN that propose to name The Jubilee Academy it would engage with those families, but it is not the expectation that learners whose statement focuses on emotional or behavioural needs would name the Academy for long-term provision.

### Staffing structure

While The Jubilee Academy will be a standalone institution, it will be part of the High School collaborative. As part of this the sponsoring academies expect it to contribute to, and gain from, this partnership. This includes a

collaborative approach to staffing, with an expectation of staff undertaking secondments between different academies, and also the collaborative working together as a chain to minimise costs and maximise benefits. Practical examples of this are that The Jubilee Academy would be expected to gain most of its operational support (including finance and ICT) from the sponsoring academies, and to form part of the academies collective procurement processes.

The following staffing structure has been used as the basis for the financial model assuming that The Jubilee Academy reaches the expected learner numbers:

- Leadership team: 1 Principal, 2 Assistant Principals (learning, and learner support) [Note – the strategic Business Management role will be provided through the high school collaborative]
- Learning: 25 FTE teachers
- Access and Inclusion: 7 Teaching and Inclusion Assistants
- Learner support: 10 FTE Learning Mentors (expected to come from a variety of professional backgrounds); 7 FTE Teaching and Inclusion Assistants; 1 FTE Educational Psychologist, range of part-time therapists (3 FTE)
- Support staff

These totals include the staff required to deliver the support to students and staff in mainstream schools, including the intervention work with students in Years 7 and 8.

## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e  $D = ((B+C)/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	0	0		0	0	0		0
<b>Key Stage 2</b>	0	0		0	0	0		0
<b>Key Stage 3</b>	40 in Y9	40		100	40 in Y9			
<b>Key Stage 4</b>	60 in Y10	60		100	60	60		100
<b>16-19: commissioner referred</b>	0	0		0	0	0		0
<b>16-19: pupil application</b>	0	0		0	0	0		0
<b>Totals</b>	100	100		100	160	160		0

## Section E: Evidence of demand and marketing – part 2

Please refer to page 20 of the 'How to Apply' guidance for what should be included in this section.

Letters of support from all ten high schools in Harrow, and from Harrow Council, are enclosed with this application. These organisations would be the commissioners of places.

The Jubilee Academy is formally sponsored by seven of the existing high schools in Harrow (the existing academies) and supported by the three maintained high schools. These schools are submitting this proposal because they know that there is sufficient demand for this provision and that it will benefit students who are currently underachieving, whether in the mainstream setting or in the existing alternative provision.

The high schools and Harrow Council have recently improved the processes surrounding managed moves between schools. These changes include establishing 'trial periods' for managed moves, and ensure that schools manage the process and evaluate the basis for (and subsequent success of) any managed moves. It sought to increase the support around the student to increase the probability of successful transition. The Jubilee Academy would become an integral part of that process, and the Principal would be a member of the standing panel that considers referrals.

The process for referral by a school or academy would be:

- A school would propose a referral for a student who had not been excluded. This referral could be for outreach support (in which case it would be directly to the Principal of The Jubilee Academy) or for a temporary or permanent move to The Jubilee Academy. Referrals for temporary or permanent placements at The Jubilee Academy would be considered by the Managed Move Panel, on which The Jubilee Academy Principal would sit (the Panel is chaired by a mainstream headteacher, and includes two mainstream deputy headteachers). If the referral is agreed, the managed move would be supported through the recently established and effective processes, which provide that the transfer occurs on the second Monday after the Panel decision. The processes include steps to support the learner and to ensure that the receiving school has the necessary information for the learner to settle effectively. The processes include a six-week trial period before the student officially changes school.
- The mainstream schools very rarely issue temporary exclusions of more than five days and accordingly do not envisage The Jubilee Academy being required to provide provision for learners from day 6 onwards.



Following a permanent exclusion, Harrow Council would be the commissioning body.

When The Jubilee Academy believes that a learner is ready to reintegrate into mainstream provision, it would make a referral to the Managed Move Panel through the same process outlined above. The Panel would then determine whether reintegration was appropriate.

The Jubilee Academy would be part of the existing collaboration arrangements. These include fortnightly meetings of all high school headteachers (academies, maintained mainstream and special schools), monthly Business Management meetings, and the Collaborative Improvement Framework (the school led school improvement strategy). These processes all seek to ensure that each school develops and succeeds individually and also that collaboration enables each to achieve more than they could acting independently. The group has extensive experience of strategic and practical collaboration.

## Section F: Capacity and capability

Please refer to page 26 of the 'How to Apply' guidance for what should be included in this section.

### **The sponsors**

The seven academies collectively have approximately 9,000 students, 1,200 staff, and annual budgets of [REDACTED]. The Local Authority is also very supportive of this proposal. Collectively the group has significant educational expertise to ensure that The Jubilee Academy launches successfully. The Headteachers include experience of Management Committees of Pupil Referral Units.

### **Governance of The Jubilee Academy**

The members of the Academy Trust are the existing seven high school academies.

The establishment of The Jubilee Academy would be overseen by its Governing Body. This would meet monthly. The Governing Body consists of existing headteachers, who already meet weekly as academy headteachers and fortnightly as High School Headteachers (including academies, maintained high and special schools). The members of the Governing Body are all aware of the commitment that this project will require and will make the necessary time available – their track record of collaboratively introducing sixth forms and academy status demonstrates their ability to manage major change successfully.

The schools, through the headteachers, will also use additional resource from their schools to take forward particular elements of the project – for instance, members of leadership teams with responsibility for inclusion and teaching and learning have been part of the group who developed this proposal. There are over 200 governors across the schools, who collectively also possess a wide range of skills and experience – including legal, financial, property and business management.

The members are committed to ensuring that they appoint the most appropriate governors to support The Jubilee Academy. At this point, the members have appointed headteachers as governors since they have a pivotal role in co-ordinating the resources required to deliver the project (including accessing the expertise of staff or governors). As The Jubilee Academy nears its opening, and once a Principal has been appointed, it will be appropriate to reconsider the individuals appointed as member governors to reflect the change in skills required and to provide the appointed Principal with sufficient professional space to develop the detail of this proposal.

The existing high school academy trusts understand the need to avoid conflicts of interest, and understand the respective role of members, governors, and the Principal. The Governing Body will develop a scheme of delegation for The Jubilee Academy that clearly defines who is responsible for

what.

### **Resourcing**

The sponsors believe that they have the expertise to strategically lead this project, and would wish to be in control of its implementation as part of their collaboration. This would ensure that The Jubilee Academy is integrated into the existing collaboration processes from its inception. They would seek DfE start up funding for the release of staff time from within the schools, the external support required to enable this, and the ancillary costs (such as staff recruitment adverts).

For specific areas of work, the Governing Body proposes:

- Financial planning and services: the schools already collectively employ an accountant and would expect him to take the lead on financial planning for The Jubilee Academy and to handover to the Business Manager as appropriate. The Business Managers of the existing academies meet at least monthly to take forward collaborative projects, including recent competitive procurement for services such as HR and payroll, audit and accountancy, health and safety, and legal services. It is expected that the new school would also use these providers to maintain consistency across the group of schools.
- Project Management: the schools already collectively engage a project manager to deliver identified areas of work, and would expect him to act as the conduit for the detailed issues that require resolution on behalf of the Governing Body.
- Recruitment of the Principal: This would be led by the Governing Body collectively.
- Strategic support for ICT / HR / procurement etc: This would be through the sponsoring academies using the existing Business Manager and support structures.

### **Staff recruitment**

The existing academies are experienced at recruiting and inducting high quality staff, including Headteachers. Given the importance of the Principal in the development of the culture and systems to make The Jubilee Academy a success, it is expected that this person would be in post by January 2013 at the latest, and the schools are prepared for a recruitment process in summer and autumn 2012 to achieve this.

The Governing Body, including the Principal, would lead the recruitment of the Assistant Principal's who are expected to be in post from Easter 2013 to develop the detailed curriculum, establish the operational systems required, and to manage the effective induction / transition of the first learners.

The Principal would lead the recruitment of the other staff. It would be

important to have sufficient staff in post from Easter 2013 to ensure that The Jubilee Academy starts successfully.

The sponsors expect there to be sufficient start-up funding from the DfE to enable this.

## Section G: Initial costs and financial viability

Please refer to page 30 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found at [here](#). Please use this section for the narrative.



## Section H: Premises

Please refer to page 35 of the 'How to Apply' guidance for what should be included in this section.

The sponsors believe that The Jubilee Academy should:

- Be easily accessible by public transport from as much of Harrow as possible given the likely broad distribution of students
- Be able to develop its own identity through its physical location and buildings
- Not be located on or adjacent to a mainstream school
- Ideally have the provision for short-term placements for learners (rather than those permanently at The Jubilee Academy) in a separate building

In terms of the site and buildings itself, the sponsors believe that The Jubilee Academy requires approximately 3,500sqm of total internal area (including circulation, walls etc). This has been informed by:

- Teaching groups of 6-8 learners, meaning approximately 25 groups at any one time;
- The need for a range of spaces suitable for the specialisms that The Jubilee Academy wishes to deliver in-house and that are central to providing effective progression opportunities;
- Consideration of the spaces required for support services to learners, including therapists; and
- Consideration of the accommodation schedules of existing pupil referral units, including those of similar size to The Jubilee Academy and those that have been recently built.

The Local Authority is supportive of this application, and the schools have discussed potential sites with the Children's Services Department and the planners. This discussion has included sites owned by the Council as well as sites owned by third parties that the Council is aware either are or may become available.

While this search has identified several potential sites, at this stage the schools do not have a specific preferred site. The schools are aware that Partnerships for Schools are already involved in site searches within the borough for another Free School that has received approval (Avanti House). The schools would welcome understanding of the sites considered for that school and whether any would be suitable for The Jubilee Academy.

## Annexes

If there is any additional information that you wish to submit as part of your application include it here.

### Section A, Question 28 – Current pupils and capacity

<b>Academy</b>	<b>Current pupils (11-18, Jan 2012 census)</b>	<b>Total capacity</b>
Bentley Wood High School	1,015	1,100
Canons High School	1,023	1,100
Harrow High School	820	1,100
Hatch End High School	1,766	1,850 (plus SEN Facility of 12)
Nower Hill High School	1,867	1,950
Park High School	1,642	1,800
Rooks Heath College	1,009	1,250

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